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News Summary

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SPRING-SUMMER 1989
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Oil spills are not usually catastrophic, but major uncertainties remain about their long-term effects on the environment. Page A4.

Evidence of a pulsar spinning at nearly 2,000 revolutions a second has excited scientists. Page A5.

Colleges are passing along more of their health-care costs to employees, but are giving them more say in how their money is used. Page A13.

While state spending on grants and scholarships for needy undergraduates is expected to grow by only 7.8 per cent this year, some officials are hoping to help a growing segment of the college market, part-time students. Stories on Page A21.

Soaring garbage-disposal costs are prompting more colleges to organize recycling programs. Page A29.

A group of Washington State legislators thinks it can give equal opportunities to male and female athletes at state colleges. Page A35.

Faculty anger over salaries has led to a strike in Greece and threats of a mass protest in France. Page A39.

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Budget Uncertainties Confuse Colleges, Washington Officials

Says one perplexed aide: 'No one can tell us what the numbers are'

By ROBIN WILSON
WASHINGTON

When members of a House committee asked Education Secretary Lauro F. Cavazos last week how much money President Bush wanted to spend on federal education programs next year, the Secretary couldn't tell them.

Mr. Cavazos wasn't alone in the confusion over Mr. Bush's budget proposal.

Education Department budget analysts, members of Congress, and college lobbyists last week were scrambling to make sense of the budget recommendations of the new President. In most cases, they were left frustrated.

The details of President Bush's budget proposals for science and technology were still murky last week. Page A24.

"It's terrible," said an aide to the House Budget Committee. "No one can tell us what the numbers are. Even the Education Department budget people are pulling the hair out."

As the confusion grew, many college lobbyists and members of Congress, who had praised Mr. Bush for his treatment of education in his first few weeks in office, said they were becoming more skeptical of the President's promises to help the nation's colleges and students.

The confusion does not center on education programs alone. Indeed, the budget picture for nearly every federal agency is blurry.

The problems arose because Mr. Bush

Continued on Page A22

SPECIFIC STRATEGIES PROPOSED

Universities Urged to Take New Steps to Prevent Fraud and 'Sloppy Science'

By DAVID L. WHEELER
WASHINGTON

A panel appointed by the Institute of Medicine to examine ways of reducing fraud and "sloppy science" recommended specific steps last week that universities and others could follow to foster a climate of integrity among researchers.

At each possible checkpoint in a scientist's career—from undergraduate courses to job promotions—the panel recommends that universities adopt specific strategies to encourage honest, careful, and responsible research. Universities should set up formal courses in responsible research for all science students, the panel says, and make sure that academic departments devise written regulations outlining correct publication practices for students and faculty and staff members.

Departmental guidelines might urge scientists, for instance, to let their name be listed as the author of an article only when they have actually worked on the research and not just because they have donated laboratory space or materials.

By 1992, the panel says, the National Institutes of Health should require all institutions that receive N.I.H. grants to have specific procedures and policies to encourage responsible research practices.

The panel's report is the product of a 17-member committee set up by the Institute of Medicine and headed by Arthur H. Rubenstein, chairman of the department of medicine at the University of Chicago.

'Permissive Research Environment'

"In the long run," said Dr. Rubenstein when the panel released the report, "the integrity of the research environment may be more damaged by sloppy or careless research practices and lack of attention to traditional monitoring approaches than by incidents of outright research fraud."

The report notes that universities have always guarded the independence of researchers and have taken their integrity for granted. But, it adds, the absence of written standards has allowed a few researchers to get by with substandard work and has hampered investigations of misconduct, because the rules for research within disciplines often are not written down.

Research institutions, the report says,

Continued on Page A6

Tough Questions Confront Fulbright Program as Congress Begins Reauthorization Process

By SCOTT JASCHIK
WASHINGTON

When the federal government pays the expenses of a scholar conducting research abroad, does that scholar have any obligation to limit criticism of the United States?

Should international exchanges that are supported with federal funds be designed primarily to meet the needs of academics, or to further the interests of U.S. foreign policy?

Can an academic exchange program coexist in a federal agency that is also charged with promoting the government's viewpoint throughout the world?

Congress will be forced to address those questions this year when the United States Information Agency comes up for reauthorization. The U.S.I.A., which is charged with strengthening support abroad for the policies of the United States, has programs ranging from the Voice of America broadcasting service to the Fulbright Program, which sponsors fellowships for American scholars to teach and conduct research abroad and for foreign scholars to visit this country.

Many scholarly organizations, college and university officials, and some key members of Congress say that political interference from the U.S.I.A., sometimes overt and more often subtle, has undermined the Fulbright Program's effectiveness.

At this point, however, it remains uncer-

Continued on Page A22

Foreign-Language Instruction Is Being Revitalized as Faculty Members Stress 'Doing' Over 'Knowing'

By BEVERLY T. WATKINS

A new teaching technique that stresses "doing" rather than "knowing" is revitalizing the foreign-language classroom.

More and more, foreign-language professors say they are stressing speaking, rather than grammar, from the very beginning in their courses. They are encouraging their students to talk as much as 90 per cent of the time. They are even testing students by engaging them in informal conversations.

To expose students to the contemporary language of another country, the professors are supplementing their textbooks with newspapers, timetables, menus, and other authentic foreign-language materials. Language laboratories are stocking audio- and videotapes of talk shows, radio and television news, sports broadcasts, and dramas by native speakers, many recorded in foreign countries. Some campuses are receiving foreign programs by satellite.

"No longer can people say, 'This person took four years of a foreign language and he can't do or say a thing with it,'" says Heidi Byrnes, associate professor and chairman of the German department at Georgetown University. "We are showing that college students are functionally able to do things with language."

Clear Limits on Expectations

At the same time, foreign-language professors say, they are showing that there are clear limits to what a college student can be expected to do after a few years in class.

Contrary to conventional wisdom, says Ms. Byrnes, "you do not get superior performance after three years in college. That is unrealistic."

At the heart of the new approach is the

Continued on Page A14

The NCAA Has Cited Nearly Half the Members of Its Top Division

In the 1980's nearly half the institutions in the N.C.A.A.'s Division I-A have been censured, sanctioned, or placed on probation: Page A35.

MARGINALIA

"The *Columbia University Record* is published weekly by the office of Public Information," says a notice in that publication, "except four times a month in September, March, three times a month in February, twice monthly in November, December, and January, and once monthly in June, July and August."

So who's counting?

■

In the 1988-89 catalogue of Mesa Community College and Chandler-Gilbert College Center, one faculty member's name is followed by this notation: "B.A., M.A., University of Texas at El Paso; A.B.D., Arizona State University."

■

We've just learned that, for longer than we like to admit, a box on the first page of our "Bulletin Board" section has quoted the advertising rate as "$1.05 cents per word."

"Makes cents to me," says the reader who called it to our attention.

■

From the newsletter of the National Center on Effective Secondary Schools, at the University of Wisconsin at Madison:

"Gloria Coulter is aware of both pluses and minuses of urban magnet schools. . . .

"According to Coulter, . . . the racial composition of the school is approximately 55 percent black, 20 percent Hispanic, 30 percent white, and the remainder is comprised of other minorities, primarily East Asian."

Now, about those pluses and minuses . . .

■

A postcard from Chapman College, announcing the 1989 class reunions, assures alumni and alumnae:

YOUR INVITED

■

From this newspaper:

"A 55-year-old former professor at the University of Southern Colorado has sued the institution, claiming it fired him because of his age and his outspokenness.

"Richard Lipp, who had been a tenured English professor, lost his job during a reorganization in 1985. . . .

"Mr. Lipp had been with the university for 27 years before the due-process act went into effect in 1975."

An early bloomer, he.

■

From the Purdue *Exponent*:

"[Greg] Barnes, a former president of the Purdue chapter of the American Association of University Professors, says, 'I have a deep-seated feeling about academic freedom and it involves respect for the integrity of reasoned descent.' "

Something to do with Darwin, no doubt.

—C.G.

In Brief

Penn State Sets Reward in 2 Racist Incidents

Pennsylvania State University officials last week offered a reward of $1,000 for information leading to the conviction of those responsible for two recent racial incidents.

In the first incident, five black female students reported that they had been accosted by 10 white men near the campus late at night.

The women told police that they had fought off attempts by the men to force one of them into an automobile. The men, who allegedly made racist remarks to the women, fled in the car, police said.

In the second incident, posters were hung on and around the campus that contained racially derogatory remarks about Seth Williams, a black student who is president of the student government.

Lieut. Jack Orndorf of the State College, Pa., police said his department was working with university police to find out who was responsible for the posters. He said Mr. Williams had also received one of the posters in the mail.

In a statement, Bryce Jordan, the university's president, condemned those responsible for the two incidents. "It is frustrating and disturbing to think that students of this university must face intimidation and fear for their safety," he said.

The reward money was given to the university by an anonymous donor.

Court Orders Brown U. to Grant Women Tenure

A federal judge has ruled that Brown University must grant tenure to an additional 13 female professors by 1991 because it failed to meet hiring guidelines that were part of a 1977 consent decree in a sex-discrimination lawsuit.

Under the decree, Brown was expected to grant tenure to 57 women by 1987. By the deadline, however, only 50 women were tenured professors. Brown blamed its failure to meet the goal on attrition.

Last fall, Brown asked the court either to vacate the consent decree immediately or to set a date of June 1990, when it would end.

In the decision, U.S. District Judge Raymond J. Pettine both declined to end the decree and set a hiring goal for Brown of 70 tenured female professors by 1991. The court did lift part of the decree concerning Brown's hiring of non-tenured female professors because the university had surpassed the 1987 goal.

Brown intends to ask the court to take attrition of tenured female professors into consideration in setting the hiring goal, said Mark M. Nickel, a university spokesman. If the court agrees, Brown would be required to have 63 tenured female professors on the faculty by 1991, rather than 70.

Currently, 54 of the 395 tenured professors at Brown are women.

Fired Psychiatrist Is Reinstated on Hospital Staff

BELMONT, MASS.

A well-known psychiatrist who resigned as the head of one of Harvard University's teaching hospitals after admitting to plagiarism has been reappointed as a staff psychiatrist at the hospital.

Trustees of the McLean Hospital announced that Shervert H. Frazier, the hospital's former director, had been reinstated as a staff psychiatrist. However, they said Dr. Frazier would not resume his former administrative duties at the hospital, a psychiatric institution located in this Boston suburb.

Daniel C. Tosteson, dean of Harvard's medical school, asked Dr. Frazier to resign from his faculty and administrative posts in November after a faculty committee concluded that he had plagiarized sections of four scientific papers written and published from 1966 to 1975 (*The Chronicle*, December 7, 1988).

Former NIMH Director

Some scientists applauded Dr. Tosteson's action, saying it was consistent with Harvard's policy of asking students caught plagiarizing to withdraw from the university. Others said the penalty was too harsh. Dr. Frazier, one of the country's most prominent psychiatrists, was director of the National Institute of Mental Health from 1984 to 1986.

Dr. Tosteson said in a statement that the trustees' action "expresses appropriate respect and gratitude for Dr. Frazier's many years of service as an administrator and a physician concerned for the care of the mentally ill."

—KIM A. McDONALD

Music-Box Bomb Sent to SUNY Dean of Students

A bomb that could have caused death or serious injury was delivered to the dean of students at the State University of New York College at Geneseo in the guise of a music box.

The box arrived with a typewritten note telling the recipient to plug it in and push the button to hear music.

Instead, Kathleen Hayes-Sugarman, the dean, contacted the university's public-safety office. The bomb unit of a nearby country sheriff's office removed the device and destroyed it with a water cannon.

Agents of the Federal Bureau of Investigation and officers from local and state police departments are trying to determine who sent the bomb. It may have been a disgruntled student or someone from the area, a college spokesman said. The package had no return address or postage.

Cal. Housing Won't Open to Homosexual Couples

The University of California at Berkeley, citing legal uncertainties and a shortage of university-owned housing for married students, has turned down a request to allow gay and lesbian couples to occupy such housing.

The request had been approved by the Associated Students' Senate at Berkeley at the urging of same-sex couples. The couples had charged that the university's policy on married-housing occupancy discriminates against gays and lesbians.

Ira Michael Heyman, chancellor of the Berkeley campus, said the state had provided no legal authority for recognizing personal relationships outside of marriage. Allowing same-sex couples to occupy married housing, he said, would "surely invite future litigation."

Mr. Heyman's position reflects the university system's policy on the issue, a spokesman for the university said.

Report Hits U.S. Students' Inability to Grasp Complex Tasks

By THOMAS J. DeLOUGHRY

WASHINGTON

Students in American elementary and secondary schools have improved their verbal and mathematics skills in the past 20 years, but most cannot apply them to complex intellectual tasks, according to a report released here last week.

The majority of high-school graduates are unable to understand "relatively complicated" information, use basic algebra, or evaluate the appropriateness of scientific procedures, the report says.

Published by the Educational Testing Service, the report is based on the results of standardized tests administered to 1.4 million students aged 6, 13, and 17, from 1969 to 1986.

The report, "Crossroads in American Education" is a compendium of reports written from 1985 to 1988 on mathematics, reading, science, and writing that E.T.S. has published as part of the National Assessment of Educational Progress, which is mandated by Congress.

In particular, the report says, reading tests have shown that 61 per cent of 17-year-olds cannot find, understand, summarize, or explain relatively complicated information, including material about topics they study in school.

In mathematics, 49 per cent of 17-year-olds cannot compute with decimals, fractions, and percentages, recognize geometric figures, or solve simple equations, while 94 per cent cannot solve multi-step problems or use basic algebra.

Lack of Scientific Knowledge

In science, the report says, 59 per cent of 17-year-olds do not have detailed scientific knowledge or the ability to evaluate the appropriateness of scientific procedures, and 93 per cent cannot infer relationships and draw conclusions using detailed scientific knowledge.

America's schools have made some progress in diminishing the gaps in performance between white students and minority-group students in mathematics, reading, and science, the report says. However, those gaps remain "unacceptably large," it says, noting that "in all three subject areas, the average proficiency levels of black and Hispanic 17-year-olds are close to those of white 13-year-olds."

The report calls on teachers to place less emphasis on students' ability to memorize facts and to adopt teaching methods that promote thinking.

"Discussion teams, cooperative work groups, individual learning logs, computer networking, and other activities that engage students as active learners will need to be added," the report says. "Teachers will need to act more as guides, and students more as doers and thinkers."

Copies of the report are available for $9 each from the National Assessment of Educational Progress, P.O. Box 6710, Princeton, N.J. 08541.

U. of Chicago Bars Firm From Campus Recruiting

A nationally known law firm has been barred from recruiting next year at the University of Chicago's law school after a member of the firm made racist, sexist, and anti-Semitic statements to a black female student during a job interview.

Geoffrey R. Stone, dean of the law school, announced this month that the Chicago-based firm of Baker & McKenzie would be prohibited from recruiting on the campus during the 1989-90 academic year.

Mr. Stone said in a statement

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Ways & Means

If anybody seemed destined for a top job in the Bush Administration, it was New Jersey Gov. Thomas H. Kean.

The popular Republican Governor was one of George Bush's biggest cheerleaders in the Presidential campaign. His record on education, economic development, and the environment made him a top prospect for the new President's recruiters, who reportedly offered him a Cabinet post.

But Governor Kean, a former history teacher who nearly completed his Ph.D. before being sidetracked by a political career, had a presidential administration of another sort in mind.

When he leaves office in January 1990, he will become president of Drew University, a private, Methodist institution of 2,200 students just a few miles from his home.

Aides to the Governor said the move should not have been surprising. "He's had a lifelong involvement with education," said one, John Samerjan.

During his seven-year tenure as Governor, Mr. Kean was a particularly strong advocate for increased spending for education, including initiatives that provide state money to private colleges. By law, he cannot serve more than two successive terms.

At Drew, which has had an interim president since Paul Hardin left in June to become chancellor of the University of North Carolina at Chapel Hill, there were cheers from students and faculty members when the news was announced at a campus assembly.

Although Drew is not as well known as other private colleges in New Jersey, including the Governor's alma mater, Princeton University, Mr. Samerjan predicted that would change "after he gets through."

•

Cassidy and Associates, Inc., the lobbying company that has persuaded Congress to give tens of millions of dollars to specific colleges and universities, is trumpeting some extremely well-connected additions to its already influential staff.

They include Sheila Tate, who served as President Bush's press secretary during his campaign and the Presidential transition; Gen. Paul X. Kelley, former commandant of the Marine Corps; Robert K. Dawson, a former associate director of the White House Office of Management and Budget; and Robert A. Farmer, who was chief fund-raiser for the Democratic National Committee's 1988 election campaign.

Perhaps no one was as impressed by the achievement as Gerald S. J. Cassidy himself. Mr. Cassidy, the company's chairman, issued a statement that said: "I have worked in Washington for more than 20 years and I can't remember any firm of any type being able to announce the addition of such stellar people at any one time."

Government & Politics

State Spending on Financial Aid for Needy Students Expected to Total $1.5-Billion This Academic Year

7.8-pct. increase is second-lowest of the 1980's; 14 states provide 85 pct. of the scholarship money

By COURTNEY LEATHERMAN

State spending on grants and scholarships for needy undergraduates is expected to grow by 7.8 per cent this academic year—the second-lowest increase of the 1980's.

States are expected to provide about $1.5-billion in aid to more than 1,321,000 needy undergraduates this year. On the average, each student will receive $1,136 in state support. Nearly the same number of needy undergraduates last year received about $1,392-billion from the states.

The bulk of such aid is provided by 14 states, which cumulatively award about 85 per cent of the scholarship money for needy undergraduates, according to an annual survey conducted by the National Association of State Scholarship and Grant Programs. The group solicits information for the survey from its members—agencies in every state that oversee financial-aid programs. The survey was completed last month.

Jerry S. Davis, director of policy and research analysis for the Pennsylvania Higher Education Assistance Authority, which prepared a report of the survey, said the study showed that states were having difficulty meeting the needs of undergraduate students already eligible to receive state aid, and therefore could not afford to reach out to new students who may need support.

"I'd guess states are doing pretty much what the federal government is doing: letting students borrow the money because they can't afford to keep up with the grant expenditures," he said. The study also showed that had states provided support for more students, the average award would not have been large enough to keep pace with the average increase in the cost of college this year.

States still spend more on aid for needy undergraduates than for all the other financial-aid programs they administer. About 78 per cent of total state allocations went for grants to needy undergraduates this year. Yet the survey reflected a recent trend whereby states are paying more attention to grants and scholarships that do not consider the need of undergraduates.

> "States are doing pretty much what the federal government is doing: letting students borrow the money."

While a very small proportion of the total that states award to college students goes to these programs—they account for only about one-tenth of the total—the survey found that spending on these grants was increasing at a faster rate than was spending for needy undergraduates.

Aid programs that do not base awards on the needs of students typically are designed for three purposes: to reduce the differences between tuition costs at private and public colleges; to reward academically talented students as an incentive to keep them in the state; and to encourage students to earn degrees in certain areas, such as mathematics, science, and nursing.

Frustrations and Political Pressures

The 29 states that offer such programs expect to award some $169.8-million to about 229,000 students—an increase of 16.8 per cent over last year. In the states that have offered both types of aid, support for non-need based grants has grown faster than has aid for needy students, according to the survey.

Aims C. McGuinness, Jr., assistant executive director for postsecondary education of the Education Commission of the States, said that the slight shift of focus was probably due to mounting political pressures on state legislators to provide aid for students who do not qualify for assistance under most of the current programs, and their frustrations with the present grant programs for needy students.

"There have been enough problems with the current student-aid system, that the political base is not what it used to be," he said.

"From a legislator's point of view, you're dealing with extremely limited resources and a complicated program, for

Continued on Page A27

SOME RESISTANCE REMAINS

More States Are Providing Aid to Those Who Study Part Time

PHOTOGRAPH FOR THE CHRONICLE BY BOB WEBER

Pamela J. Powell: Because of her state's policies, she does not have to choose between a job and a college education.

By GOLDIE BLUMENSTYK

Pamela J. Powell has a demanding schedule. A single parent of two grade-school-aged children, she commutes 30 minutes each way to her job at a drug company, and spends two evenings a week and Saturday afternoons in classes at the Newark campus of Rutgers University.

Fortunately for Ms. Powell, who aspires to be a lawyer, New Jersey's student financial-aid policies no longer force her to choose between a job and a college education. Ms. Powell, whose load of three courses a semester makes her a part-time student, can continue to receive state financial aid under a special program started this year.

Changing Nature of Student Body

Unluckily for Jennifer J. Daniels, the State of Washington does not have a similar program. Ms. Daniels is blind and says it is too difficult for her to attend Tacoma Community College full time because transportation poses special problems and she would need to spend an extra $700 a semester to pay people to read to her.

But students like Ms. Daniels could soon receive help. This year state lawmakers are expected to approve a new program that would provide money to needy part-time students.

"It's really a recognition of the changing composition of the student body," says State Rep. Ken G. Jacobsen, chairman of the Higher Education Committee.

Washington is not alone. Increasingly, state officials are

Continued on Page A26

FACT FILE: Estimated State Student Aid, 1988-89

Undergraduate

	Need-based assistance				Non-need-based assistance			
	Dollars paid out	1-year change	Number of awards	Average award	Dollars paid out	1-year change	Number of awards	Average award
Alabama	$2,260,000	0	3,924	$ 576	$4,020,000	-1.2%	7,878	$ 510
Alaska	230,000	-4.2%	154	1,494	—	—	—	—
Arizona	3,508,000	+8.9%	4,179	839	—	—	—	—
Arkansas	3,910,000	4.0%	10,689	366	690,000	+1.6%	345	2,000
California	140,981,000	18.7%	73,761	1,911	—	—	—	—
Colorado	9,395,000	+0.7%	13,255	709	7,947,000	+7.2%	9,718	818
Connecticut	21,149,000	+44.4%	17,500	1,209	—	—	—	—
Delaware	983,000	+21.8%	1,133	868	199,000	-2.5%	198	1,005
District of Columbia	1,075,000	2.8%	780	1,378	—	—	—	—
Florida	19,626,000	+28.7%	19,016	1,032	28,319,000	+46.2%	20,918	1,354
Georgia	5,020,000	+9.2%	14,141	355	14,200,000	+6.4%	15,510	916
Hawaii	598,000	+6.2%	700	854	—	—	—	—
Idaho	348,000	+1.5%	805*	432	114,000	-5.0%	76	1,500
Illinois	147,303,000	+8.4%	102,020	1,444	8,475,000	+7.4%	14,248	595
Indiana	51,654,000	+13.8%	35,984	1,435	408,000	0	815	500
Iowa	30,915,000	+19.1%	20,291	1,524	450,000	-41.3%	3,750	120
Kansas	5,680,000	+6.4%	4,850	1,171	25,000	0	100	250
Kentucky	13,190,000	+8.5%	21,185	623	—	—	—	—
Louisiana	1,964,000	+4.5%	3,987*	493	714,000	+15.3%	1,668*	428*
Maine	1,411,000	0.5%	3,200	441	—	—	—	—
Maryland	12,729,000	+45.7%	14,820	859	4,573,000	+69.9%	2,803	1,631
Massachusetts	64,018,000	+3.9%	50,264	1,274	1,850,000	-0.6%	1,730	1,069
Michigan	69,662,000	-0.6%	51,007	1,366	—	—	—	—
Minnesota	62,000,000	-2.1%	63,667	974	—	—	—	—
Mississippi	1,251,000	+1.7%	2,600	481	430,000	+473.3%	135	3,185
Missouri	10,331,000	+23.1%	8,500	1,215	4,004,000	+121.1%	2,042	1,961
Montana	420,000	+0.2%	1,300	323	—	—	—	—
Nebraska	1,793,000	+63.9%	2,500	717	—	—	—	—
Nevada	352,000*	0	352*	1,000	—	—	—	—
New Hampshire	835,000	+3.1%	2,109	396	136,000	+2.3%	191	712
New Jersey	80,222,000	+14.1%	56,038	1,432	4,549,000	+81.0%	4,743	959
New Mexico	5,024,000	+22.3%	7,032	714	2,950,000	0	1,969	1,498
New York	384,062,000	+3.1%	299,078	1,284	23,346,000	-19.8%	64,030	365
North Carolina	4,489,000	1.5%	7,065	635	23,297,000	+5.7%	24,330	958
North Dakota	1,007,000	+105.5%	2,013	500	111,000	+122.0%	n/a	n/a
Ohio	51,400,000	+4.5%	68,000	756	21,049,000	+1.2%	38,346	549
Oklahoma	10,122,000	1.2%	13,991	723	165,000	+7.8%	n/a	n/a
Oregon	10,616,000	+6.6%	16,165	657	—	—	—	—
Pennsylvania	120,373,000	+8.5%	116,207	1,036	625,000	-4.6%	250	2,500
Rhode Island	9,130,000	+12.2%	9,600	951	120,000	+100.0%	48	2,500
South Carolina	17,828,000	+9.1%	8,000	2,229	—	—	—	—
South Dakota	506,000	1.9%	1,600	316	90,000	6.3%	67	1,343
Tennessee	12,404,000	-1.5%	19,000	653	136,000	-30.8%	34	4,000
Texas	22,729,000	+0.1%	19,362	1,174	—	—	—	—
Utah	1,081,000	4.6%	1,700	636	—	—	—	—
Vermont	9,426,000	+12.0%	10,368	909	—	—	—	—
Virginia	5,851,000	+32.6%	7,500	780	16,820,000	+12.2%	12,680	1,326
Washington	12,901,000	+3.8%	18,377	702	—	—	—	—
West Virginia	5,228,000	+0.8%	5,700	909	—	—	—	—
Wisconsin	36,219,000	+4.5%	49,860	726	—	—	—	—
Wyoming	250,000	+4.2%	400	625	—	—	—	—
Puerto Rico	15,419,000	+7.7%	35,630	433	—	—	—	—
Total	**$1,500,878,000**	**+7.8%**	**1,321,359**	**$1,136**	**$169,812,000**	**+16.8%**	**228,750**	**$742**

Graduate and Professional

	Need-based assistance				Non-need-based assistance			
	Dollars paid out	1-year change	Number of awards	Average award	Dollars paid out	1-year change	Number of awards	Average award
Alabama	$40,000	31.0%	20	$2,000	$28,000	0	11	$2,545
Arizona	18,000	+12.5%	21	857	—	—	—	—
California	3,233,000	0.2%	927	3,488	—	—	—	—
Colorado	827,000	+3.4%	750	1,103	1,052,000	0	530	1,985
Connecticut	—	—	—	—	200,000	0	20	10,000
Delaware	109,000	+21.1%	126	865	—	—	—	—
Florida	—	—	—	—	885,000	+18.0%	118	7,500
Idaho	146,000	+1.4%	97*	1,505	—	—	—	—
Maryland	269,000	+8.9%	540	497	61,000	+177.3%	61	1,000
Massachusetts	5,300,000	3.3%	2,634	2,012	300,000	0	n/a	n/a
Michigan	3,565,000	1.5%	1,792	1,989	—	—	—	—
Mississippi	—	—	—	—	560,000	+65.7%	143	3,916
Nevada	48,000*	0	48*	1,000*	—	—	—	—
New Hampshire	1,000	0	1	1,000	—	—	—	—
New Jersey	575,000	+19.3%	189	3,042	600,000	+28.2%	100	6,000
New Mexico	285,000	n/a	40	7,125	—	—	—	—
New York	11,538,000	+1.7%	15,250	757	5,159,000	+45.7%	1,325	3,894
North Carolina	1,500,000	+19.6%	784	1,913	—	—	—	—
Ohio	—	—	—	—	413,000	+103.4%	118	3,500
Oklahoma	1,300,000	1.2%	1,534	847	263,000	-5.7%	72	3,653
Texas	1,758,000	0.6%	1,388	1,267	—	—	—	—
Utah	—	—	—	—	984,000	+2.9%	67	14,687
Vermont	137,000	+11.4%	106	1,292	—	—	—	—
Virginia	—	—	—	—	1,227,000	+12.6%	941	1,304
Washington	1,000	0	1	1,000	—	—	—	—
Puerto Rico	1,658,000	+2.1%	4,870	340	—	—	—	—
Total	**$32,308,000**	**+2.0%**	**31,118**	**$1,038**	**$11,732,000**	**+27.2%**	**3,506**	**$3,346**

Note: This table shows most of the money that states spend on student aid. However, some states may spend more through programs that are not specifically identified as student-aid programs.
n/a indicates data not available or no comparable program in 1987-88.
* Indicates 1987-88 data.

SOURCE: NATIONAL ASSOCIATION OF STATE SCHOLARSHIP AND GRANT PROGRAMS

More States Providing Financial Aid to Needy Part-Time College Students

Continued from Page A21

dealing with the financial needs of the fastest-growing segment of the higher-education market by expanding their financial-aid programs so that working people, parents, and students with disabilities who must attend college part time can receive state aid. Today at least 30 states offer some kind of financial aid for part-timers, although some of the programs are restricted to certain kinds of students.

For example, the New Jersey program that serves Ms. Powell is only for students accepted under special conditions and who require academic help and counseling.

More than half of the 11,000 students in the program come from families with annual incomes of less than $6,000, and even though they also qualify for federal financial aid, "there's pressure on them to pick up some additional money," says Kwaku Armah, executive director of the program.

Some students, like Ms. Powell, seek to study on a part-time basis, so that they can take a better-paying job, he says. Others are advised to take a lighter course load to help them adjust to college work. But until the state changed its financial-aid policy for them, they could not afford to do so.

In several other states—including Maryland, where the Higher Education Commission will re-evaluate its entire range of state student-aid programs next summer—coordinating boards are considering proposals to create such programs.

State Action Called Overdue

The federal government has made Pell Grants available since 1980 to students carrying at least a "half load" of courses. Beginning in 1990 needy students enrolled for less than half a course load also would be eligible, although it is still unclear whether there will be enough money in the budget to meet the demand after first satisfying the needy full- and half-time students.

Typically, the financial aid for part-time students provided by states is available only to students taking at least a half load, although Vermont provides aid for students not pursuing a degree if they are taking courses related to their job, and Iowa next year will expand its part-time aid program to include students who take even one course.

For many advocates of financial aid to part-time students, state action of any kind is long overdue.

Students who are working or supporting families "need the help the most," says Joseph S. Murphy, chancellor of the City University of New York and a leading proponent of government support for part-time students.

New York has had such a program for five years. Even so, CUNY lobbyists this year hope to remove some of what Mr. Murphy calls the program's "onerous" requirements. If the student fails to maintain a passing grade-point average, the colleges must return most of the aid to the state, a cumbersome and expensive process. As a result, Mr. Murphy says, institutions are reluctant "to advertise the program, make it widely available, or even participate."

Lawrence N. Gold, a lobbyist in Washington who used to be employed by CUNY and worked to expand the Pell Grant program to students attending less than half time, says the problems with the New York program illustrate a more troublesome issue. Even in states where officials have committed substantial resources—$11-million in the case of New York—other factors can undermine the effectiveness of programs.

Working students often cannot go to a financial-aid office during regular business hours, and sometimes program budgets do not provide enough money for those offices to maintain

Private Colleges in Illinois Push Aid Plan

SPRINGFIELD, ILL.

Private colleges in Illinois are pushing a bill this year that they hope will change the way state officials think about student aid.

The bill would require the state to provide enough funds for the state's scholarship program so that all Illinois students with demonstrated financial need would receive enough money to attend the college of their choice in the state. Under the legislation, no money could be allocated to the state's public colleges and universities until the scholarship program was fully supported.

The bill defines meeting students' financial need as covering full costs at a public institution and 65 per cent of the average tuition cost at a private college in the state. An additional $80-million would be required to finance the expansion of the state's aid program, which would then serve an additional 25,000 students a year.

Supporters of the bill say that public colleges could raise tuition for their wealthier students to offset any funds they would lose.

The entire concept has drawn opposition from public colleges here. Thomas D. Layzell, chancellor of the Illinois Board of Governors of State Colleges and Universities, said it was a "laudable goal" to increase support for financial aid, but added that the bill was using the wrong approach.

He said that overall spending on higher education should be increased, and that it was incorrect to think that many students at public universities could afford to pay more tuition. "I don't know where all those wealthy students are," he said. "About 70 per cent of our students are already on financial assistance of some kind."

'Fund Students First'

Donald E. Fouts, president of the Federation of Independent Illinois Colleges and Universities, said he was aware of the criticism from public colleges and would not be surprised if such comments led to the defeat of the legislation. But he added that he strongly supported it.

"The students aren't getting the dollars they should, and when dollars are scarce, they should go to programs that aid students directly," he said.

To stress that point, supporters are calling the legislation the "Fund Students First" bill. Even if it doesn't pass, Mr. Fouts said it would have an impact because it would dramatize the needs that have not been met in student aid.

"Just getting it on the table is very important," he said. —S.J.

Note Book

A Miami University professor found that plagiarism was a common practice among students he surveyed on two medium-sized university campuses.

Jerold L. Hale, assistant professor of communications at Miami University's Oxford campus, surveyed 370 students on the two campuses. Some 55 per cent of them admitted plagiarizing work they had submitted in their classes.

At one campus, the students said they had plagiarized 19 per cent of their total course work, while students at the other institution said they had plagiarized 9 per cent of their work.

"Many of the students think that professors are too busy to check their writing," says Mr. Hale. "Students tend to think that in larger classes the likelihood of detection is low."

Mr. Hale said he had become concerned about plagiarism when he found four cases in one of his own classes.

Many students think they are more honest than their peers, Mr. Hale said. "They go through a kind of rationalization process where they say, 'It's true, I'm a dishonest person, but I'm a lot more honest than most college students.' "

Students at one of the institutions believed that 35 per cent of college students plagiarized work. At the second institution, students believed that 52 per cent of their peers plagiarized.

Based on his findings, Mr. Hale said professors should expect at least one piece of plagiarized work in any class with 20 or more students.

■

Officials at the University of Wisconsin have adopted new policies to make it easier to report cheating.

The old system discouraged professors from accusing students of cheating, university officials said. "It used to be a very formal procedure," said Chuck Nowlen, a spokesman for the university. "It was like going to court, because you had to provide all this documentation. So professors said, 'Why bother? I've got other things to do.' "

The new rules should also make it easier for students to file appeals. Students found the old rules so difficult to understand that many declined to appeal decisions they felt were unfair.

About 40 to 60 cheating complaints are filed each year at the university's Madison campus alone. "We don't have any more of a cheating problem than anywhere else," said Mr. Nowlen.

Among the changes:

- Instructors can impose some sanctions on their own, without filing a formal report; among such sanctions are verbal reprimands and telling a student to repeat the work in question.
- More severe sanctions can be imposed, without a hearing, as soon as an instructor has filed a report specifying the type of cheating and the recommended sanction.

Students

A Medical-School Program at U. of Washington Helps Northwestern States Lure Physicians to Rural Areas

The goal: 'to show there are doctors out there who are just as smart as the ones in Seattle,' a dean says

By PETER MONAGHAN

SEATTLE

Kim Leatham spent her first year of medical school in Moscow, Idaho; the second in Seattle; and the third and fourth at clinical-training sites in Boise and Pocatello, Idaho, as well as in Seattle.

It wasn't that she couldn't sit still long enough to complete her basic training. It was just that she, like many medical students at the University of Washington, was learning about the practice of medicine in rural communities, thanks to a program that since 1972 has helped four states in the Northwest hang on to a scarce and valuable commodity—physicians.

Rural areas nationwide have difficulty attracting physicians, and they also send fewer students to medical schools than do urban areas. That situation is worsening as more and more medical graduates pass up general practice and opt to become specialists. In many cases they are motivated by the prospect of earning money that can more quickly offset the indebtedness typically incurred in obtaining a medical education. Such specialists also usually require proximity to urban, comprehensive hospitals.

PHOTOGRAPH FOR THE CHRONICLE BY AL GRILLO, PICTURE GROUP

Kenneth Carpenter, a medical student working in Anchorage: "One of the program's major benefits is being able to see different kinds of medicine practiced."

One of Many 'Outreach' Efforts

Since 1972, the University of Washington's medical school—the only one in the four-state region—has been trying to combat that problem with a program that has enjoyed steady success. Known as WAMI—for Washington, Alaska, Montana, and Idaho—the program is one of many "outreach" efforts by the medical school.

Wayne W. Myers, the school's associate dean for regional affairs, says that when he was studying to be a doctor, a view widely shared by medical students was that "if you went off to be a generalist in the sticks, you were probably a reject." The goal of WAMI, he says, is "to show students that there are doctors out there who are just as smart and care just as much as the ones

Continued on Following Page

FACT FILE: 1988 Freshman Merit Scholars

This table shows the 52 colleges and universities enrolling the largest numbers of freshman Merit Scholars named in 1988.

The table shows the total number of Merit Scholarship winners and the number whose scholarships were paid for by the institution, not by the National Merit Scholarship Corporation or other corporate sponsors.

The rankings were determined by *The Chronicle* from an alphabetical listing supplied by the National Merit Scholarship Corporation.

Over all, 6,210 freshman Merit Scholars were enrolled—3,611 at 234 private institutions and 2,599 at 156 public institutions.

	Number of scholars	Number sponsored by institution
1. Harvard and Radcliffe Colleges	315	—
2. University of Texas at Austin	218	162
3. Stanford University	202	—
4. Rice University	179	129
5. Princeton University	151	—
6. Yale University	150	—
7. Georgia Institute of Technology	121	93
8. Texas A&M University	113	87
9. University of Florida	109	94
10. University of Chicago	108	67
11. Northwestern University	96	53
12. Carleton College	95	75
13. Michigan State University	90	75
14. Massachusetts Institute of Technology	88	—
15. University of California at Berkeley	82	4
16. University of California at Los Angeles	80	64
17. Duke University	74	9
18. Brigham Young University	70	40
19. University of Michigan	64	—
20. Brown University	63	—
21. Harvey Mudd College	62	41
22. University of Houston	59	50
23. Washington University (Mo.)	57	39
24. University of Minnesota–Twin Cities	56	43
25. University of Illinois at Urbana–Champaign	55	—
25. Williams College	55	—
27. Dartmouth College	53	—
28. University of Pennsylvania	51	—
29. Cornell University	50	—
30. University of Delaware	47	30
31. Trinity University	45	30
31. University of Oklahoma	45	35
33. Baylor University	42	35
33. Ohio State University	42	34
33. Pennsylvania State University	42	7
36. American University	41	34
36. Florida State University	41	35
36. Miami University	41	33
36. University of Kansas	41	36
40. University of Toledo	40	34
41. Boston University	37	28
41. Oberlin College	37	22
41. Virginia Polytechnic Institute and State University	37	29
44. Emory University	36	20
44. University of Arizona	36	27
46. Bowling Green State University	35	28
46. California Institute of Technology	35	—
46. University of Missouri at Columbia	35	26
46. University of Virginia	35	—
50. Macalester College	34	31
50. Tulane University	34	21
50. University of California at San Diego	34	24

SOURCE: NATIONAL MERIT SCHOLARSHIP CORPORATION